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New York, August 11, 1883.

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IN Ralls Co., Missouri, many teachers agreed to raise a sum of money for carrying on a normal Institute by contributing \$2.00 each; the citizens rallied and subscribed \$1.00 each. Supt. E. G. Lyle is evidently a live man. We shall look for results in Ralls county.

"ANOTHER hopeful sign is the discovery that it is better that students shall have a correct and thorough knowledge of one line of study than a mere smattering of many. It is quite edifying to know that educators themselves have waked up to the idea that to be well educated means to be well equipped for the duties of life, rather than simply to to know everything that is laid down in the books and nothing outside of them."—*Saratoga Journal*.

Have they waked up to this idea? The "New Education" aims at this, but "refutation education" prefers something else.

THE recent address of Charles Francis Adams, jr. has been widely misunderstood. He would not remove Latin and Greek, but would allow any pupil who studied Latin to take French and German, if he prefers, in the place of Greek. Professor Painter, of Roanoke College, Virginia, has published an address on "The Modern Languages versus the Ancient Languages." He expresses substantially the same views as were contained in the recent address of Mr. Adams. He says that the position which he has taken represents a rapidly growing sentiment in Roanoke College, and probably also in other Southern Colleges.

The views of Huxley are almost precisely coincident with these gentlemen's, as will be seen from his notable inaugural address as Rector of Glasgow University.

THE *Saratoga Journal* says of the National Educational Association. "In the meetings which have just adjourned the mechanical arts and industrial education received a large share of attention. *This need of a good practical education is not a discovery by the educators themselves. It has been forced upon their attention by the people, who through the press and in other ways have manifested their dissent from the methods that for so many years obtained in our schools.*" True, true, true. The educators would have kept right on having the boys "toe the line," and spell from the spelling-book, and recite the rules of grammar until the Millennium came round, but the people got restive. Having got started let us keep going; let us keep up with the people.

### OUR NEEDS.

It is being recognized in many sections of the country that the schools have passed beyond the missionary stage; and that they are places for the transaction of business. As it is we accomplish only about one-half of what might be accomplished. The great need is of trained teachers—those that know how to teach in the best way. This was felt

for fifty years in this State, and the most thoughtful men of those days set about the establishment of a normal school. This was eminently wise action and has borne golden fruit. The establishment of teachers' institutes was another step forward; these were designed for that great class that enter upon teaching as a stepping-stone to something else.

As time has gone on it has become apparent that the teachers' institute must follow the normal school and *train teachers* for their work. This has been recognized by very many states, and propositions of every nature have been made. The teachers' institute must be a county normal school; it must have permanency; it must classify its pupils, and it must have a course of study, and this must be parallel with that pursued in the State Normal School.

The course of study in our schools needs to be better correlated with the living, actual world. The pupil steps out of the school-room and finds he is not fitted to comprehend the world's ideas of work. The spelling-book has been and is yet a fetich in the school room—the one deadly sin is yet the mis-spelling of a word. The meaning of the word is of no account; the right placing of the letters everything. Grammar, arithmetic, geography and history have been exalted to high positions from which it is apparent that they must be removed. The pupil must learn his own tongue practically; he must know the earth and the people and things on it; he must be taught to draw and use figures; he must know what is right and what is wrong. Here the elementary schools must stop; they are not to make grammarians, accountants or scientists of their pupils.

The art of teaching should be studied by those who teach. This is no new demand we are well aware, but it is meant that the old idea must give way, that any intelligent person can step into the school-room and teach without instruction in the art of teaching. Probably the great cause of the depression of our schools is due to this more than any one thing. Visiting a country town the cultivated clergyman was asked: "How about your schools?" "Oh! they are excellent."

"Do you employ none but theoretical teachers?"

"Oh, as to that, you know, to manage a school is easily learned!"

This erroneous, hideous doctrine is believed by nine-tenths of all the people in the country; men of sense in all other respects still cling to the notion that it requires nothing but the knowledge they are to impart in order to be a teacher!

The selection of teachers,—who makes it? Yes, who "puts in" the teachers? This is the dark side of our educational system. We know of but one superintendent who insists on selecting the teachers to be employed in the schools under his charge. The trustees select the persons who are to teach, and



the public acquiesce! It is —, no, we won't say it. And yet we look over the resolutions of the National Association, then through the various state associations, and not a word against this hideous practice.

We need better methods of teaching than are usually employed, an improved course of study, trained teachers, and above all, that the selection be made by one competent to know what a good teacher is and honest enough to appoint such a one.

For the SCHOOL JOURNAL.

#### READING: WHAT IS IT?

Resolve the subject of Reading into its simplest elements and examine them analytically. The simple act of reading from a book usually involves at least two prior acts on the parts of others than the person who reads: these acts are the origination of the ideas by the person called the author, and the symbolization of them by means of printing types, which is the work of the book-maker. After the origination of the ideas and their symbolization comes the third or purposive act of reading them.

Now reading them is simply taking them and nothing more; to read the symbols is to take their meaning. This taking of ideas is the resultant act of the three acts named, and the two preceding have their sole design in helping this process of taking on the part of the reader. There would not be the least end attained by either the author or the book-maker, if no one could take the ideas. So the motives of all authors, all book-makers, all books, and all that appertains to books are focused in the objective point of facilitating the reader's act of taking.

The use of certain adverbial phrases, such as, "intelligently," "by rote," "mechanically," and "with understanding" in reference to reading is quite common, but strictly speaking there are no degrees in reading, or, in other words, one cannot at the same time take and fail to take an idea. Of course no reference is here had to the vocal expression of what is read. The portions of the discourse not understood by the reader are really left unread by him. A word or sentence which is meaningless to a reader is, in truth, illegible to him. If the symbols do not represent ideas, they are mere nothings.

While every word is the symbol of an idea, it is seldom complete in itself. The symbols in the book before the reader stand ready for communication with his mind; each and every one of them is charged with an idea and immediately upon finding the proper, congenial element in the reader's mind, presto! it passes like an electric current between its poles. He has taken the thought, it is now as manifestly his as any tangible thing he grasps or picks up.

For the SCHOOL JOURNAL.

#### CHILDISH CRITICISM.

By Miss A. S.

As I was walking along the road one bright afternoon, I saw the children coming home from school, and my thoughts naturally wandered to the teachers. The first of the group of coming children, were two little girls, locked arms after true school-girl fashion. They were talking very earnestly and quite loudly, and as I came nearer I heard one say, "She never said good morning to me when I came to school this morning." "Well," said her companion, "I'll tell you how it was in our room. When I first got there —" They noticed how near I was so passed on in silence, and I passed on somewhat astonished, thinking more than ever, how much attention ought to be given to the so-called "trifles."

A beginner in the profession of teaching was unexpectedly called upon to interest a large class of young children for a half-hour. She was much confused and a gentleman visiting the school kindly offered his assistance and interested them for the allotted time. One of the pupils telling

of it at home ended by saying: "She was so frightened she did not know what to say to us, and when that man had finished talking she did not thank him right away, and when she did she only said: 'I'm much obliged to you.' Now couldn't she have said more, or something different? Oughtn't she? 'Cause she couldn't do anything with us." And I wondered too, couldn't she? Oughtn't she?

As it grew cool in the fall a young lady teacher did the perfectly natural thing of donning a thicker dress, and one of her pupils, a boy of eight, told of it at home as follows: "I tell you my teacher looked nice to-day. She was dressed to kill." "How was she dressed to be dressed to kill," was asked. "Oh, I can't tell; but it was nice. All black, her dress was, but it had nice trimming this way and that"—motioning to different parts of his supposed dress—"and then all around the bottom was made awful nice and stuck out. She looked nice, and I like my teacher," and I wondered how much a pretty becoming dress added to a teacher's popularity.

For the SCHOOL JOURNAL.

#### NOTES FROM IOWA.

By C. N. MARVIN, Marshalltown.

State Superintendent Akers is warmly advocating a change in the district organization system. The contemplated change will make the civil township the unit in all cases, except the large towns. The number of school officers can then be reduced and the schools of an entire township placed under one supervision. A principal can be selected in each township and the country schools placed nearly upon an equality with the city schools. The County Superintendents are generally in favor of the change, resolutions to that effect having been passed in recent conventions.

The school banking system, originated by Prof. Leigh Hunt, of Des Moines, is exciting considerable controversy. It is urged upon one side that the system tends to cultivate habits of industry and economy. The other side claim that it makes pupils miserably and detracts from the legitimate purpose of school. Supt. P. W. Kauffman, of Mt. Pleasant, is one of the ablest defenders of the system.

Most of the Normal Institutes of the State are in session. They hold from two to four weeks. The law requires that the schools shall be closed during the session of the Institute and that the teachers shall attend or give a satisfactory reason to the Co. Supt. for non-attendance. Many of the Superintendents are quite strict with the teachers and the general attendance is good. Teachers' certificates are partly based upon the normal work in some of the counties. The old method of reviewing the difficult portions of the common branches each year is giving way to that of teaching how to teach.

Several of the County Agricultural Societies have offered premiums for the best varieties of school work at the approaching County Fairs. The State Society will give \$400 in premiums, and hand some diplomas to the successful competitors at the State Fair. Jasper, Hardin, Tama and Marshall have made extensive preparations for the State Fair Exhibit.

Supt. Hendricks, of Tama County, has graded the county schools of his county. The successful operation of the graded system in one county will doubtless induce other counties to introduce the system.

Supt. Dooley, of Davis County, is working energetically to secure a thorough organization of teachers. His plan includes township, county, district organizations. Each association is to hold a contest once a year, the successful contestant in each case to be admitted to the contest of the next higher organization. Davis County is thoroughly organized, and several other counties are moving in that direction.

Industrial Exhibitions have been held by the schools of Newton, Clinton, Marion, Marshalltown, Mt. Pleasant, and other cities.

Training schools for the education of the young

teachers have been established in Des Moines and some of the river cities. Marshalltown will have such a school during next year. It will be under charge of Miss Conklin, of Whitewater, Wis. Eight teachers will "learn to teach by teaching" under a skillful instructor.

Supt. Churchill, of Black Hawk Co., requires his teachers to send him reports and samples of the work of their schools. He also makes a thorough visitation of schools, having made over 400 visits last year, and over 200 thus far this year. Mr. Churchill is an ardent supporter of the "New Education."

Davis, Tama, and Buchanan counties each support a county educational paper. Supt. Yard, of Union County, requires his teachers to take an educational journal. A resolution in favor of supporting educational journals was passed at the recent convention of County Superintendents of Northern Iowa, held at Lake Okaboyji.

"Talks on Teaching" is meeting with general favor among the teachers of the State. There is opposition to new methods in some quarters, but the sentiment in favor of natural teaching is gaining ground. Clay modeling, the moulding, and the sand box have been introduced into some of the schools of Marshall, Hardin, Clinton, and Cerro Gordo.

The spelling-book is losing its hold upon the schools. In Council Bluffs, where spelling is taught without a text-book, the pupils are probably the best spellers in the State. The outlook for rapid improvement in the near future is good.

#### THE PROPER MENTAL EQUIPMENT NEEDED.

[Are the colleges properly equipping their graduates for modern life? This question was lately discussed by Mr. Charles Francis Adams, jr., at Harvard College, before the Phi Beta Kappa Society. He doubts the efficiency of the training in Latin and Greek—the training in Greek he denominates a "fetich." Most of his views will be assented to, except by those who think that they have been educated by spending four years among the dead languages as they could have been in no other way.—Ed.]

"It is now 27 years since the class of which I was a member graduated from this college. To-day I have come back here to take, for the first time, an active part of any prominence in the exercises of its Commencement Week. I have come back, as what we are pleased to term an educated man, to speak to educated men; a literary man, as literary men go, I have undertaken to address a literary society: a man who has, in any event, led an active, changeable, bustling life, I am to say what I have to say to men not all of whom have led similar. It is easy to imagine one who had contended in the classic games returning, after they were over, to the gymnasium in which he had been trained. Tested by hard, actual results, was the theory of his training correct? Were the appliances of the gymnasium good? Did what he got there contribute to his victory, or had it led to his defeat?

"Thirty years after graduation a man has either won or lost the game. Winner or loser, looking back through the medium of that 30 years of hard experience, how do we see the college now?

"As a training place for youth, to enable them to engage to advantage in the actual struggle of life—to fit them to hold their own in it and to carry off the prizes—I must, in all honesty, say that, looking back through the years and recalling the requirements and methods of the ancient institution, I am unable to speak of it with respect.

"As one goes on in life, especially modern life, I think it safe to say that a few conclusions are hammered into us by the hard logic of facts. As generally accepted among those conclusions, I think I may, without much fear of contradiction, enumerate such practical, common-sense, as well as commonplace precepts as that superficiality is dangerous as well as contemptible, in that it is apt to invite defeat; or, again, that what is worth doing at all is worth doing well; or, third, that when one is given work to do, it is well to prepare one's self for



that specific work, and not to occupy one's time in acquiring information, no matter how innocent or elegant, or generally useful, which has no probable bearing on that work; or, finally—and this I regard as the greatest of all practical precepts—that every man should in life master some one thing, be it great or be it small, so that as respects that thing he is the highest living authority: that one thing he should know thoroughly. How did Harvard College prepare me and my 92 class-mates of the year 1856 for our work in a life in which we have had these homely precepts brought close to us? The poor old college prepared us to play our parts in this world by compelling us, directly and indirectly, to devote the best part of our school-lives to acquiring a confessedly superficial knowledge of two dead languages. But in pursuing Greek and Latin we had ignored our mother tongue. We were no more competent to pass a really searching examination in English literature and English composition than in the language and literature of Greece and Rome. We were college graduates, and yet how many of us could follow out a line of close, sustained thought, expressing ourselves in clear, concise terms? The faculty of doing this should result from a mastery of well-selected fundamentals. The difficulty was that the fundamentals were not well selected, and they had never been mastered. They had become a tradition. They were studied no longer as a means, but as an end—the end being to get into college.

"Neither though venturing on these comparisons have I any light or disrespectful word to utter of the study of Latin or of Greek, much less of the classic literatures. I recognize fully the benefit to be derived from a severe training in those mother tongues, and I think I appreciate the pleasure those must have who enjoy an easy familiarity with the authors who yet live in them. I wish I could do the same, and yet I must frankly say I should not do it if I could. Life after all is limited, and I belong enough to the present to feel satisfied that I could employ that little time each day both more enjoyably and more profitably if I should devote it to keeping pace with modern thought, as it finds expression even in the ephemeral pages of the despised review. Do what he will, no man can keep pace with that wonderful modern thought, and if I must choose—and choose I must—I would rather learn something daily from the living who are to perish than daily muse with the immortal dead.

"There are reasons why the educated man should have at least an elementary knowledge of Latin. That knowledge also can be acquired with no great degree of labor. The study of Greek in the way it is traditionally insisted upon as the chief requirement to entering college is a positive educational wrong. Not only is it a dead tongue, but it bears no immediate relation to any living speech or literature of value. Like all rich dialects it is full of anomalies, and accordingly its grammar is the delight of grammarians and the despair of every one else. But I now come to what in plain language I cannot but call the educational cant of this subject. I am told that I ignore the severe mental training I got in learning the Greek grammar, and in subsequently applying its rules; that my memory then received an education which, turned since to other matters, has proved invaluable to me; that accumulated experience shows that this training can be got equally well in no other way; that, beyond all this, even my slight contact with the Greek masterpieces has left with me a subtle but unmistakable residuum, impalpable perhaps, but still there, and very precious; that, in a word, I am what is called an educated man, which, but for my early contact with Greek, I would not be. For one, I utterly disbelieve in it. It never did me anything but harm, and learning by heart the Greek grammar did me harm—a great deal of harm. Then the application of the rules of grammar in a language not half understood, say what you will, is not a good educational method. The faculty of following out to a given result a line of sustained, exact thought is invaluable. This, however, is a wholly different thing from the parrot-like memorizing

which in my youth was the essence of what was called a classical training. The faculty of sustained, logical thought I have since been forced to cultivate as best I might; but to commit that with a mass of stuff to memory, is to apply the same methods to the boy and the learned dog. This was done 30 years ago, and the training which ought to have been obtained in mathematics was sought for long, and in vain, in Greek. We want no more classical veneer. Whether on furniture or in education we do not admire veneer. Either impart to our children the dead languages thoroughly, or the living languages thoroughly: or, better yet, let them take the choice of either.

"Such is the dilemma in which I find myself placed. Such is the common dilemma in which all those are placed who see and feel the world as I have seen and felt it. We are the modernists and majority; but in the eyes of the classicists we are, I fear, a vulgar and contemptible majority.

"The modernist asks of the college to modify its requirements for admission in this wise: Let it say to the student who presents himself, 'In what languages besides Latin and English—those are required of all—in what other languages—Hebrew, Greek, German, French, Spanish, or Italian—will you be examined?' If the student replies, 'In Greek,' so be it; let him be examined in that alone; and if, as now, he can stumble through a few lines of Xenophon or Homer, and render some simple English sentences into questionable Greek, let that suffice. As respects languages, let him be pronounced fitted for a college course. If, however, instead of offering himself in the classic, he offers himself in the modern tongues, then, though no mercy be shown him, let him at least no longer be turned contemptuously away from the college doors; but, instead of the poor, quarter-knowledge, ancient and modern, now required, let him be permitted to pass such an examination as will show that he has so mastered two languages besides his own that he can go forward in his studies using them as working tools.

"I have made no reference to the accumulated literary wealth of the modern tongues, much less compared their masterpieces with those of Greece or Rome. There are immortal poets to-day whose immortality my mature judgment tells me is wholly due to the fact that they lived 2,000 years ago. Even a dead language cannot veil extreme tenuity of thought and fancy. In any event, this thing I hold to be indisputable: of those who study the classic languages, not one in a hundred ever acquires that familiarity with them which enables them to judge whether a given literary composition is a masterpiece or not. I fancy that it is in our native tongue alone, or in some tongue in which we have acquired a facility equal to that we have in our native tongue, that we ever detect those finer shades of meaning, that happier choice of words, that more delicate flavor of style, which always indicates the master.

"Leaving practical richness aside, are there in the classic masterpieces any bits of literary workmanship which take precedence of what may be picked out of Shakespeare and Milton and Bunyan and Clarendon and Addison and Swift and Goldsmith and Gray and Burke and Gibbon and Shelly and Burns and Macaulay and Carlyle and Hawthorne and Thackeray and Tennyson? If there are any such transcendent bits, I can only say that our finest scholars have failed most lamentably in their attempts at rendering them into English."

"For myself, I cannot but think that the species of sanctity which has now, ever since the revival of learning hedged the classics, is destined soon to disappear. Yet it is still strong; indeed it is about the only patent of nobility which has survived the leveling tendencies of the age. A man who at some period of his life has studied Latin and Greek is an educated man, he who has not done so is a self-taught man. Not to have studied Latin, irrespective of any present ability to read it, is accounted a thing to be ashamed of; to be unable to speak French is merely an inconvenience. I submit that it is high time this superstition should come to an

end. I am free to say that, whether viewed as a thing of use, as an accomplishment, as a source of pleasure, or as a mental training, I would rather myself be familiar with the German tongue and its literature than be equally familiar with the Greek. I would unhesitatingly make the same choice for my child. What I have said of German as compared with Greek, I will also say of French as compared with Latin. On this last point I have no question. Authority and superstition apart, I am indeed unable to see how an intelligent man, having any considerable acquaintance with the two literatures, can, as respects either richness or beauty, compare the Latin with the French; while as a worldly accomplishment, were it not for fetich worship, in these days of universal travel the man would be properly regarded as out of his mind who preferred to be able to read an ode of Horace rather than to feel at home in the accepted neutral language of all refined society.

"The worship even of the classical fetich draweth to a close; and I shall hold that I was not myself wholly in vain, if what I have said here may contribute to so shaping the policy of Harvard that it will not much longer use its prodigious influence toward indirectly closing for its students, as it closed for me, the avenues to modern life and living thought."

For the SCHOOL JOURNAL.

#### A DEAD METHOD.

By J. E. HILLARD.

Some of our teachers are trying to teach reading by the Alphabet Method. This method belongs to the past,—the dim, shadowy past.

It was considered a good thing as long as we had no better.

It was a good thing in its place, but thanks to the Genius of Progress it no longer has a place, unless it be as a curiosity of the days of "Auld Lang Syne." We revere this relic of "ye olden time," for around it cluster associations of "the true, the good, the beautiful."

We regard it as something that has outlived its usefulness.

We treasure it as the sesame, at whose invocation the vaults of wisdom swung open to the hardy pioneer of learning. It has served its day.

But its day has gone: let it follow as a henchman his chief.

We cherish it fondly as an antiquarian a pewter plate of the fifteenth century.

We hoard it carefully as a numismatician a coin valuable only for its age and history.

We look upon it as a guideboard that pointed the longest road to learning, and deplore the weakness of those who fainted by the way.

We think of it kindly for the good it should have done, and even discover a liking for it now that we remember it will never be used again.

It belonged to the days of the torch and the tallow dip, and shed as dim a light up to the avenues of learning as they did along the streets and in the castle walls of old feudal towns.

It was to the war of words what the old flintlock musket was to the wars of old colony times, and missed fire oftener.

It has been contemporary with the supple and staff of the hungry club flail, and has broken more heads.

It flourished under the regime of the "old school-masters," and owed its success to the ferule.

It was a barrier thrown across the highway of learning, through which the strong intellect forced its way, but against which the less powerful beat ineffectually: it was, therefore, the friend of monopoly, and a discriminator against the weak.

It was despotic, and favored the idea of one man power.

Dark, gloomy, inflexible, it was well adapted to the days of an iron-heeled bigotry.

But better days have succeeded.

And the new idea of teaching is better than the old.

The old idea is dead.

To ask it to do duty in the school-room to-day is like dragging the corpse of the dead past out of the tomb of the ages, and passing it off as the spirit of the present.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## CLOSING EXERCISE.

At just ten minutes to 4 o'clock the signal is given for closing the recitations. Then, I give all notices. Never scold pupils at this time. At five minutes to 4 a bell is struck and all is silent. Sometimes we sing a "Good-night" song, and then all rise and pass out, bowing and smiling to me. Sometimes we recite in concert a verse of this hymn; sometimes all three of them:

"Evening is falling to sleep in the west  
Lulling the golden-brown meadows to rest;  
Twinkle like diamonds the stars in the skies,  
Greeting the two little slumbering eyes;  
Sweetly sleep; Jesus doth keep;  
And Jesus will give His beloved ones sleep.  
Now all the flowers have gone to repose,  
Closed are the sweet cups of lily and rose;  
Blossoms rocked lightly on evening's mild breeze,

Drowsily, dreamily swinging the trees;  
Sweetly sleep; Jesus doth keep;  
And Jesus will give His beloved ones sleep.  
Sleep till the flowers shall open once more,  
Sleep till the lark in the morning shall soar;  
Sleep till the morning sun, lighting the skies,  
Bids them from sweet repose joyfully rise;  
Sweetly sleep; Jesus doth keep;  
And Jesus will give His beloved ones sleep.

For the SCHOOL JOURNAL.

## HOW TO MOULD.

By E. R. S.

There are many teachers who have read of moulding the continents as an aid in the study of Geography, and who having no means of seeing it done would yet like to try it in their schools. If such will make the attempt, following the suggestions and directions here given, they will secure a good basis to build upon and gain sufficient experience to pursue the subject, finding in so doing, that, if enthusiastic, a method will grow out of their very trying.

Let a board 5 ft. long and 4 ft. wide be made by taking five lengths cut from a board 1 ft. wide and  $\frac{1}{2}$  in. thick, placing these lengths side by side, and fastening them by screwing two pieces of batten to the under side. Around the edges of this board nail a strip of stuff  $\frac{1}{2}$  in. thick and  $1\frac{1}{2}$  in. wide, having this moulding project above the plane surface of the board an inch. The moulding-board is now finished, and can be placed upon any table or desk, and inclined at a slight angle to the floor. Of course the board would be better permanently mounted to a table or desk, and so adjusted that it could be inclined or not as preferred.

Now put upon the table the moulding material, which may be had by going out of doors, digging up moist loam and sifting it so as to clear it of stones, pebbles, and roots of grass. About a half bushel will be needed for the trial. I am about to suggest—this loam or earth, if moist will be in the proper condition to use—it should be in such a state that when compressed by the hands it will retain the form so given it. Do not wet the loam much, for mud will not do to mould with. Let me here remark that the sifted soil must be kept, when not in use, where it will retain its moisture, for moulding cannot be done with dust or dry loam.

Having provided board and material, take for the first trial South America. Let five or six pupils go to the moulding-board, while the rest of the class stand near to suggest, and criticise. With their hands or little flat pieces of wood, the pupils try to put the loam on the board into such shape as will represent the outline and surface of the continent. Let the pupils work. If, after a while, the lesson lacks point, suggest what to do, and even trim the outline here or there, or change the surface. For aid have a wall map before the class all the while, and use also the relief maps as found in Appleton's, Swinton's, or Monteith's Geographies. The first trial may not be very successful, but keep

at work, and after two or three trials a fine model will grow.

When moulded lay pieces of colored worsted upon the moulded continent for the rivers, and round pieces of paper for the cities.

Teachers know that the resources of a school are sometimes enormous, kindle, then, additional enthusiasm by asking one pupil to bring some salt-petre, another Cayenne pepper, individually of others, coffee, berries, wool, pieces of iron ore, something to represent silver and gold, cotton, leather, tobacco-leaf, e'c., and even pieces of glass for diamonds. Let pupils place these products in their proper localities upon the moulded continent, and South America is *real* to them.

The moulding-board is a powerful aid in teaching geography. What forceful impression does it leave upon the memory! How quickly and accurately are these recalled! Here all outlines, surfaces, rivers, cities, productions, are learned at once as the eye sweeps over the moulded continent. Moreover, what time it saves in this swift age.

For the SCHOOL JOURNAL.

## THE ART OF THINKING.

The object of the teacher is to teach to think. The pupil thinks enough, but he thinks loosely, incoherently, indefinitely and vaguely. He expends power enough on his mental work, but it is poorly applied. The teacher points out to him these indefinite or incoherent results, and demands logical statements of him. Here is the positive advantage the teacher is to the pupil.

Let us suppose two pupils are studying the same lesson in geography or grammar or history. One reads to get the facts; he fastens his eye on the page and his mind to the subject before him; he makes the book a study and acquires information from it; his object is to acquire knowledge. He attains his end. The other also studies the book, but while reading he is obtaining lessons in thinking. He does not merely commit to memory; he stops to see if the argument is sound; he analyzes it to see if the conclusion is warranted by the premises.

The one who thinks as he reads is quite different it will be seen from him who simply learns as he reads. To read and think or to think as one reads is the end to seek. To teach to think is then the end of the art of the teacher. The reader for facts gets facts; he comes to the recitation seat and reels off those facts. His mind, like Edison's phonograph, gives back just what it received. While this power is valuable, it is not the power the world wants.

The teacher will find his pupils come to the recitation to transmit the facts they have gained. He must put them in quite another frame of mind. Instead of recitations they must be made into thinkers. The value of the teacher is measured by his power to teach the art of thinking.

For the SCHOOL JOURNAL.

## LITTLE THINGS.

By J. M. D.

If we watch one who is building a house we see that the little rounds of the ladder lift him towards the top. So the small things in our profession, properly attended to, lift us towards success.

Before commencing my first term of school, I attended a teachers' institute, and among other things, I learned to teach script to children, also to *line* their slates. I lined the slates, but made my lines about half an inch apart! Then I did some thinking for myself, and ruled every slate in my school-room with lines *distant* the height of the small letter *i*. I ruled a black-board the same as the slates. Then I copied the first verse of the reading lesson for the fourth class on the board and required them to write their lessons, using the letter *i* as a standard for the height of letters. I adopted the plan with all the lower classes, and within one week there was a marked improvement in the penmanship of the class.

I have found the sand box invaluable in a beginning class in geography. By its help they formed

all their definitions for the division of land and water.

I give from two to four object lessons a week; they seem much interested in them. I have been giving a course of object lessons Friday afternoons on the cat family.

I have had them bring in as many different kinds of leaves as they could find, give them names for the parts of the leaf, call attention to the different venations say of a plantain leaf and a maple, tell them that when we see a net-veined leaf it means an outside grower, and that a parallel-veined leaf means an inside grower. They are interested and alive when they begin to peep into the wonderful book of nature.

One boy brought his two pet doves to give an object lesson from. The next morning I found a pan of water on the steps and a small mud-turtle calmly reposing therein. Two eager, bright, black eyes were lifted to mine, and the appeal was: "Oh, teacher! won't you give a lesson on my mud-turtle?"

In spelling I also place a list of words on the board, and require the pupils to use the word correctly in a sentence, and have the sentences written on the board corrected by the class.

If I do not meet with success by the use of this method I shall try some other, but will not ask a pupil to memorize like a parrot a list of twenty-five words, that suggest no more to his mind than so much Greek or Latin. Let us put meaning in what we do. If I would have enthusiasm in our pupils, I must have it myself. Let us as teachers not sink down to the level of a horse or a threshing machine, blindly, aimlessly, toiling, with no end in view—unless it is the end of the day. "Rise on stepping stones of our dead selves to higher things."

I want to feel that I am teaching better this week than last, in fact, that I am *growing*. I feel more wide-awake after reading your journal. Let those who know how tell us all they can.

For the SCHOOL JOURNAL.

## PHYSICAL EXERCISE IN SCHOOL.

My school has some of the advantages of a country school; it is in a small building standing by itself in the out-skirts of the city. The grounds are very pleasant, and, as the street is a by-street, seldom used, the children can play safely in the street as well as in the yard. When I see that the children are becoming uneasy, I throw open the doors and windows and let them march around the room, sing exercise songs, or go through with some vigorous physical exercises. The last has usually been accompanied by singing or counting; but in the June number of the *Century* I read an article on training of children's voices, which opened my eyes. Among many excellent suggestions was this statement: "Singing should not be accompanied by violent exercise." That put a stop to some of the favorite exercise songs of the school, so I must think of something to take their place.

One day I told the children to lay aside their work, then I sent them out of doors, telling them to see how still they could keep while they ran across the street and back. They enjoyed the run, and came back ready for work.

Another day I took the lead, the children following in single file, and we marched out of doors, formed a circle, and marched back to our work. Once we went out under a tree and sang.

We do not go out of doors for exercise often, because it is only for the sake of variety, and we have many pleasant exercises for the school-room. Sometimes some little boy brings his drum and plays while the children march around the room. Whatever the exercise is, the children enjoy it, and it makes their eyes bright while they are exercising, and afterward they go to work with a will.

A PROPOSED NEW STATE.—At a large delegate convention held recently at Huron, Dakota, it was resolved to call a constitutional convention, to be held September 4, to formulate a constitution, and take the initial steps for the organization of a new State, to be known as Dakota, and to apply for admission to the Union.



## GEOGRAPHY.

**THE D'ESTE MAP.**—It is now announced that the remarkable map discovered by Henry Harrisse in the archives of the D'Este family in Modena, answers decisively many of the old questions regarding the discovery of America and opens for solution as many new ones. The whole map is a map of the world, beautifully drawn and colored on vellum. Mr. Harrisse, with the admirable resources of the French printer in colors, has reproduced all that part of it which illustrates the Atlantic coast and its shores. This is in the best style of its day—with elegant illumination, gilding and colors, with occasional pictures, and full explanations in the Portuguese language. The map was made in the Portuguese interest, and carries this interest so far that it even carries Cortereal's discoveries at the mouth of the St. Lawrence to a point eastward of the celebrated line of demarcation, the meridian of sixty miles east of Cape Verd. The size of the Atlantic part of the map, of which Mr. Harrisse will publish this perfect *fac-simile*, is perhaps four feet square or more. The date of the map is perfectly fixed by a letter accompanying it, which shows that it was sent to Modena in 1505, to Hercules D'Este, by Cantino, his agent in Lisbon. Cantino tells how much he paid for having it executed.

Its interest for students of our history springs from the fact that, on this map, drawn up more than ten years after Columbus sailed, before Ponce de Leon's discovery of Florida, long before Verazano's pretended discovery of our coast, there appears Florida, well drawn out, evidently from knowledge, and to the north and east of Florida the coast of the United States. The coast is identically the same with that figured afterward on the maps in the various editions of Ptolemy published in the first half of the sixteenth century. It is evidently the origin of these maps. The large wood cut map of 1513, which has been often reproduced, is, for instance, a rough copy of this in every particular. Even the arbitrary line by which the engraving is cut off on the west is the same with the western line here. The names are the same,—“River of Lizzards,” “Bay of Encounter,” and the rest. The false pushing of Cortereal's land to the east of the meridian of demarcation is the same. These indications in the Ptolemy series now obtain a new importance, for it now appears that they were connected with a knowledge of Florida, not borrowed from Ponce de Leon's voyage, but from some earlier adventurers. The coast of our country is sufficiently undetermined. The names which are familiar to students—which later geography blotted out—appear here for the first time. There is no Chesapeake Bay, no Cape Hatteras, no North River, no Long Island, no Nantucket.

## EDUCATION BY DOING.

To educate by creating or fashioning the physical was the first mode and it is believed that a great mistake has been made in departing therefrom. The Washington University, St. Louis, has opened a manual training school. The course of instruction covers three years, and the school-time of the pupils is about equally divided between mental and manual exercises. The daily session begins at 9 A. M., and closes at 3 or 4 P. M., ample allowance being made for lunch. One hour per day is given to drawing, two hours to shop-work, and three hours to study and recitation.

The arrangement of studies and shop-work by years is substantially as follows:

## COURSE OF STUDY.

**First-Year Class.**—Arithmetic and Algebra, English Language, History or Latin, Physical Geography, Natural History, Natural Philosophy, Drawing, Penmanship, Carpentry and Joinery, Wood-Carving, Wood-Turning, Pattern-Making.

**Second-Year Class.**—Algebra, Geometry, Natural Philosophy, Principles of Mechanics, English Composition and Literature, English History, Latin, Drawing, Penmanship, Forging—Drawing, Upsetting, Bending, Punching, Welding, Tempering, Soldering and Brazing.

**Third-Year Class.**—Geometry, Plane Trigonometry and Mensuration, English Composition and Literature, History, Ethics and Political Economy, French or Latin or History, Elements of Chemistry, Book keeping, Drawing, Elements of Descriptive Geometry, Work in the Machine-Shop. Bench-Work and Fitting, Turning, Drilling, Planing, Screw-cutting, etc. Study of the Steam-Engine.

**Tuition Fees.**—The school-year consists of two terms of twenty weeks each. First-year class, \$60; second-year class, \$80; Third-year class, \$100.

The shop instruction is given similarly to laboratory lectures. The instructor at the bench, machine or anvil, executes in the presence of the whole class the day's lesson, giving all needed information, and at times using the blackboard. When necessary the pupils make notes and sketches (working drawings), and questions are asked and answered, that all obscurities may be removed. The class then proceeds to the execution of the task, leaving the instructor to give additional help to such as need it. At a specified time the lesson ceases, and the work is brought in, commented on and marked. It is not necessary that all the work assigned should be finished; the essential thing is that it should be well begun and carried on with reasonable speed and accuracy.

All the shop-work is disciplinary; special trades are not taught, nor are articles manufactured for sale.

The scope of a single trade is too narrow for educational purposes. Manual education should be as broad and liberal as intellectual. A shop which manufactures for the market, and expects a revenue from the sale of its products, is necessarily confined to salable work, and a systematic and progressive series of lessons is impossible, except at great cost. If the object of the shop is education, a student should be allowed to discontinue any task or process the moment he has learned to do it well. If the shop were intended to make money, the students would be kept at work on what they could do best, at the expense of breadth and versatility.

In manual education, the desired end is the acquirement of skill in the use of tools and materials, and not the production of specific articles; hence we abstract the mechanical processes and manual arts and typical tools of the trades and occupations of men, arrange a systematic course of instruction in the same, and there incorporate it in our system of education. Thus, without teaching any one trade, we teach the essential mechanical principles of all.

Accordingly, the shop-training is gained by regular and carefully graded lessons designed to cover as much ground as possible, and to teach thoroughly the uses of ordinary tools. This does not imply the attainment of sufficient skill to produce either the fine work or the rapidity of a skilled mechanic. But a knowledge of how a tool or machine should be used is easily and thoroughly taught. The mechanical products or results of such lessons have little or no value when completed, and they are generally used as new material for more exercises.

**Carpentry.**—The saw and plane with the square and gauge are the foundation tools; and to drill the pupils in their use numerous lessons are given, varied only enough to avoid monotony. The pupil being able to plane a piece fairly well, and to keep to the line in sawing, the next step is to teach him the use of the chisel in producing simple joints of various kinds. The particular shapes are given with the intent to familiarize the pupil with the customary styles and methods of construction.

Previous to the execution of a lesson in wood each pupil is required to make a working drawing of the same in his book, inserting all necessary dimensions in figures.

With the introduction of each tool, the pupils are taught how to keep the same in order. They are taught that sharp tools are absolutely necessary to good work.

**II. Wood-Turning.**—Five or six tools only are used, and from previous experience the pupils know how to keep them in order. At first a large

gouge only is issued, and the pupils are taught and drilled in its use in roughing out and producing cylinders and cones; then concave and double-curve surfaces; then in work comprising all these—all in wood turning with the grain. A wide chisel follows, and its use in conjunction with the gouge is taught. After this, a smaller gouge, chisel, and parting tool, and a round-point are given, and a variety of shapes are executed. Next comes turning across the grain; then bored and hollow work, chucking, and the various ways of manipulating wood on face-plates, mandrels, etc. Finally, turning of fancy woods, polishing, jointing, and pattern-work.

In connection with the making of patterns, their use is shown by brief exercises in moulding. Castings are made of lead or type metal. Though very little moulding or casting is done by the students, enough practice is given to illustrate the principles and explain the use of technical terms.

**III. Forging.**—The various operations of drawing, bending, upsetting, punching, welding, tempering, etc., are learned in connection with the fabrication of hooks, stirrups, chains, swivels, tongs, hammers, and machine-tools.

One of the most difficult lessons in the art of the smith is that of managing the fire. The various kinds of heat are explained and illustrated, and habits of economy of both iron and fuel are inculcated.

**IV. Machine-Shop Work** is as uniform as the tools will allow. The course includes chipping, filing, polishing, turning, drilling, boring, screw-cutting, scraping, planing, etc., and all the details of fitting and finishing.

The director says: “But the question has remained in many minds, particularly among teachers: ‘Do the pupils of a manual training school prosecute ordinary school-work with an interest and success equal to that observed in other schools?’ They ask: ‘Does not the interest which these boys manifestly take in their tool-work in fact and of necessity diminish their interest in and love for their books?’ This is a natural inquiry, and some of our shrewdest visitors of late have spent considerable time in our recitation-rooms searching for an answer to this question. The testimony of our teachers, some of whom had had several years' experience in other schools, is very pertinent here. Mr. Krall says that these boys do better work with him than do boys of the same grade without the stimulus of the manual training. Mr. Booth says that the shop-work helps rather than hinders their interest in books. The other teachers concur. My conclusion is that not only does our work-shop not detract from the interest boys take in books, but it stimulates and increases it, either directly or indirectly. In mathematics, physics, mechanics and chemistry, the help is direct and positive. Note for instance the mental arithmetic involved in the execution of a pattern from a working drawing. No one can learn from a book the true force of mechanical terms or definitions, nor the properties of materials. The obscurities of the text-book (often doubly obscure from the lack of proper training on the part of the author), vanish before the steady gaze of a boy whose hands and eyes have assisted in the building of mental images.

“Then on the literary side, the habit of clear-headedness and exactness in regard to the minor details of a subject, which is absolutely essential in shop, stretches with a wholesome influence into their study of words and the structure of language. As Felix Adler says, the doing of one thing well is the beginning of doing all things well. I am a thorough disbeliever in the doctrine that it is educationally useful to commit to memory words which are not understood. The memory has its abundant uses and should be cultivated, but when it usurps the place of the understanding, when it insidiously beguiles the mind into the habit of accepting the images of words for the images of the things the words ought to recall, then the memory becomes a positive hindrance to intellectual development. The influence of manual training, when associated as it is here, with mental culture, is intellectually and morally wholesome.”



## THINGS TO TELL THE SCHOLARS.

**ASTEROIDS.**—The number of asteroids discovered has reached 220, but only a few of them possess a diameter of twenty-five geographical miles. In most cases the diameter seems to range from five to fifteen miles.

**NOVEL RAILWAY PROPOSITION.**—A railroad is being constructed from Territet to Gyon, in Switzerland, to be completed next September. The steep mountain side is climbed in a manner similar to the railway up the Riga. The motive power of the Territet and Gyon road is to be water, derived from a reservoir in the hills above Gyon. The use of water in place of coal will not only be a great saving of cost for fuel, but the carriage of fuel up the mountain will be another saving in the running expenses.

**COLORS OF LAKES AND RIVERS.**—Some lakes are distinctly blue; others present various shades of green, so that in some cases they are hardly distinguishable from their level, grass-covered banks; a few are almost black. The Lake of Geneva is azure-hued, the Lake of Constance and the Lake of Lucerne are green; the color of the Mediterranean has been called indigo. The Lake of Brienz is greenish yellow, and its neighbor, Lake Thun, is blue. New York has both green and blue lakes. The colors of the rivers differ yet more widely. The Rhone is blue, and so is the Danube, while the Rhine is green.

**IMPERISHABLE FLOWERS.**—There were recently exhibited by Sir Joseph Hooker at a meeting of the Royal Society, some leaves and petals of flowers and some twigs and mosses which were removed from the tomb of the founder of the eighteenth dynasty of Egypt, who died 3,500 years ago. The vegetable remains were treated in warm water until they sufficiently expanded to allow a determination of their species and in most instances an identification sufficiently close to allow them to be classified. And, as an evidence of the stability of vegetable types, the mummy flowers plants were the same as those now existing. The blue water lily, *Nympha cerulea*, the white water lily, *Nympha latus*, the willow, *Salix safsaf*, seeds of the *Juniperus phoenicea*, and several grasses, together with a lichen indigenous to Greece, were found and identified.

**THE TAILS OF COMETS.**—Mr. Ranyard has recently proposed a new theory of the formation of comets' tails, in which he maintains that the repulsive force that drives the matter backward from the sun is due to the liberation of gas or vapor from the sunward surface of the repelled particles. Mr. Ranyard shows that if the liberated gas were hydrogen, set free at a temperature of 70° or 80°, the ultimate velocity of the particle from which the gas or vapor was escaping might easily be more than a mile a second, or a hundred thousand miles a day. He suggests, further, that the escaping molecules of gas would behave like the gas in a vacuum tube, being in what Crookes has called "the fourth state of matter," and that their "bombardment" of the solid masses in the neighborhood of the nucleus would give rise to the apparent repulsions and luminous phenomena there observed. He is very unwilling to agree with most astronomers in accepting any electric explanation of the facts.

**HOW CELLULOID IS MADE.**—A roll of paper is slowly unwound, and at the same time saturated with a mixture of five parts of sulphuric acid and two of nitric, which falls upon the paper in a fine spray. This changes the cellulose of the paper into fine pyroxyline (gun cotton). The excess of acid having been expelled by pressure, the paper is washed with plenty of water until all traces of acid have been removed; it is then reduced to pulp, and passes on to the bleaching trough. Most of the water having been got rid of by means of a strainer, the pulp is mixed with from 20 to 40 per cent. of its weight of camphor, and the mixture thoroughly triturated under millstones. The necessary coloring matter having been added in the form of powder, a second mixture and grinding follows. The

finely divided pulp is then spread out in thin layers on slabs, and from twenty to twenty-five of these layers are placed in a hydraulic press, separated from one another by sheets of thick blotting paper, and are subject to a pressure of 150 atmospheres until all traces of moisture have been got rid of. The plates thus obtained are broken up and soaked for twenty-four hours in alcohol. The matter is then passed between rollers heated to between 140 and 150 deg. Fah., whence it issues in the form of elastic sheets. Celluloid is made to imitate amber, tortoise-shell, coral, malachite, ebony, ivory, etc., and besides its employment in dentistry, is used to make mouthpieces for pipes and cigar-holders, handles for table-knives and umbrellas, combs, shirt-fronts and collars, and a number of fancy articles.

## NOTEWORTHY EVENTS.

August 2.—The deaths from cholera in Egypt up to date numbered 16,000, and the death rate remained undiminished.—The King of Italy was doing good service among the victims of the Ischian earthquake. His courage as well as his benevolence has been tried during his visit to the island. Even while he was engaged in relieving the distress, there was another severe shock that must have tried his nerves.

August 3.—Tuduc, King of Anam, died; he was quite prominent in the present war between France and Anam; he was really an Emperor with absolute power, whose government was administered by the mandarins. He was a bitter enemy of Christianity, but after his armies had been conquered by the French in 1862 he was compelled to tolerate that religion in his kingdom.—Earl Granville instructed the British Minister to Morocco to make an earnest appeal to the Sultan of Morocco to consider whether it is not time to place his empire on a level with other civilized powers by abolishing slavery.

August 4.—The Jewish residents of Ekaterinoslav, Russia, were attacked by a mob. The soldiery had to be called out to disperse the rioters, ten of whom were killed and thirteen wounded. The anti-Semitic riots have been more frequent in Europe this year than for a long time past.

August 5.—Cubans residing in this country organized in New York city for the purpose of securing the independence of Cuba. It was said that Cuba was now in a better condition to fight Spain than ever before. Cuba had an army of veterans who had only been made more enthusiastic and determined in the cause of liberty by a few years of patched-up peace. The Spanish nation had besides grown more liberal in its views in the past ten years, and more progressive. They would decidedly dislike to be compelled to come to Cuba to die of disease fighting against a people who wanted their liberty, and would resist conscription.

August 6.—The strike of the telegraphers was extended to the railroad operators, and many left their posts of duty along the principal roads.

August 7.—In the House of Commons the National Debt bill passed by a vote of 149 to 95. The effect will be in twenty years to cancel \$865,000,000 of the national debt. The supporters of the measure urged that America will hereafter become a formidable rival for commercial supremacy, and that it was desirable to reduce the debt while the operation may be easy.—Mr. S. G. W. Benjamin, our first minister to Persia, was received with elaborate ceremony by the Shah.

## GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

DISCRETION in speech is more than eloquence.—**LORD BACON.**

ACT and speak to your servants as you would wish others to do to you if you were a servant.

BEAR in mind every service that you can render; forget every service that you have rendered.

If ye do well, to your own behoof will ye do it; and if ye do evil, against yourself will ye do it.—**KORAN.**

NEVER fear to bring the sublimest motive to the smallest duty, and the most infinite comfort to the smallest trouble.—**PHILLIPS BROOKS.**

CONSOLATION is the dropping of a gentle dew from Heaven on desert hearts beneath: it is one of the choicest gifts of Divine mercy.—**SPURGEON.**

EVERY man we meet with in this world, though we should never meet him again, will meet with us at the Day of Judgment.—**DR. C. MCCOSH.**

To thine own self be true,  
And it must follow, as the night the day,  
Thou canst not then be false to any man.

—**SHAKESPEARE.**

Every day is a fresh beginning;  
Listen, my soul, to the glad refrain,  
And, spite of old sorrow and older sinning,  
And puzzles forecasted and possible pain,  
Take heart with the day, and begin again.

—**SUSAN COOLIDGE.**

## EDUCATIONAL NOTES.

## ELSEWHERE.

**HAMILTON COLLEGE.**—Carroll L. Bates was accused of plagiarism; he denies it and prints his oration and the supposed original and demands justice; he refused a diploma.

**BALTIMORE.**—A petition is being generally signed asking the school board to appoint colored teachers in the public schools of that city whenever found competent; this is for the colored schools.

**WILLIAMS.**—Dr. Carter, the President of Williams College, will fill the newly-endowed Chair of Natural Theology in accordance with the wishes of Mr. J. B. Jermain, of Albany, whose gift of \$50,000 established it.

**INDIAN NATION.**—The Teachers' Institute for the Cherokee Nation convened July 1 and continued four days. Conductor, D. E. Sanders, of Kansas Normal College. There are 116 public schools in the Nation at present.

**UTAH.**—Mr. Milton H. Hardy writes the JOURNAL that he has stepped down and out of his position as County Supt. of Utah Co. and that his successor, Mr. Geo. H. Brimhall, is "a live educator, fully in sympathy with your progressive paper and the new education."

**PHILLIPS ACADEMY** has celebrated its centennial. It is a remarkable fact that it has had but three Principals since it was founded—Dr. Benjamin Abbott, who served from 1783 to 1838; Dr. Gideon L. Soule, from 1838 to 1873; and Albert C. Perkins, the present incumbent.

**VIRGINIA.**—Deacon Jos. C. Hartshorn, of the Central Baptist church, Providence, R. I., guarantees \$10,000 towards founding a school for colored girls in the South, to be located probably in Richmond, Va., under the care of Prof. Lyman B. Tefft. It is intended to be in memory of his wife.

**OHIO.**—E. F. Moulton, Supt. of the Warren Union Schools, was elected at the late session of the Ohio Teachers' Association for the ensuing year. This is an honor worthily bestowed, as Mr. Moulton has for years past stood in the front ranks of the leading educators in Ohio, and been an active worker in the promotion of educational interests.

**IOWA.**—From Supt. Hendricks of Tama County, we have a copy of the classification and grading record sent to teachers. 1. They are to divide the school into grades corresponding to the reading classes. 2. Keep a record of daily recitations, give each pupil a grade, or per cent. 3. And send the report to the County Supt. In this way system is being introduced.

**NORTH CAROLINA.**—Prof. De Graff writes: "There is an educational revival going on in North Carolina. The most intense interest exists, and it seems to have been brought about by the normal schools. (Those are merely long-term institutes.) The Governor, State Supts., Presidents of colleges, academies, and private schools all join in furthering the work." [This is refreshing news.—Ed.]

**UNION COLLEGE.**—The trustees are divided, some in favor of the faculty, and some of Prest. Potter. The Potter trustees are now in a majority of one, and the result was the dismissal of Prof. Webster. The removal of Prof. W. has injured the Potter side, as he was a very popular man. It is thought that other anti-Potter professors will be removed in time, and the college put entirely under Episcopal influence.

**BERLIN.**—The Hon. Dr. Brehm, of Berlin, intends to visit the U. S. in January, February, and March, 1884, to lecture in the principal cities. Dr. Brehm's name rapidly spread all over the world after the edition of his notable work, "Animal Life." As a lecturer he ranks among the best of this century, as well through the highly interesting descriptions of his great travels, as through his discoveries about the life of animals.

**ARIZONA.**—The decision to educate the children of the captured Apaches at the Indian training schools is a proper one, provided due regard is had to parental feelings in special cases. Many of the offspring of Sioux warriors and others who have fought the white men are to be found in the schools at Carlisle and Hampton, and they have made remarkable progress in the ways of civilization. Yet a greater boon for the Indian race would be the establishment of a general common school system in their own haunts and homes.

**PHILADELPHIA.**—Philadelphia has night schools for working women in which the studies are divided as follows: Those which every woman needs for herself, such as reading, writing, arithmetic, physiology, and hygiene, sewing and cutting and fitting; those which contribute to her enjoyment of her leisure, such as French, German, history, and literature; and such as



contribute to her power of improving her own life, viz., cooking, reading aloud, and singing. The teachers are competent volunteers.

NEBRASKA.—The experiment of teaching partially deaf children to hear by the use of the audiphone, which has been tried for some time past at the Nebraska Institute for the Deaf and Dumb at Omaha, has proved successful. The teacher points to an object and then speaks its name with very clear pronunciation. By this means the pupils soon associate the sounds of the words with the objects they designate, and it is not long before they begin to pronounce the words themselves. These results indicate the speedy adoption of the audiphone as a help to instruction in all institutions for the benefit of this unfortunate class of our fellow-beings.

OHIO.—Oberlin was the first college in America to make an experiment of co-education on an ample scale. For the first twenty years she had an annual average attendance of 500 students; since that time, for thirty years, it has been fully 1,000, rising the present year to about 1,500. During the greater part of this half a century the young men have outnumbered the young women by a third or a quarter, but in the time of the late war the women were the most numerous, and during the last two years they are again in the majority. Whichever sex, however, has numbered most at any time, there always have been several hundred of both sexes in attendance, meeting together daily in the class-room for recitation.

CHICAGO.—Mr. E. O. Vaile has had a controversy with his trustees about his teachers; they re-elected him and then expected him to resign. Mr. Vaile says: "I will neither resign nor apply for a transfer." "I was elected, and I intend to hold my place. I will show up those ladies. Their exposure will be my defense, and it will be a complete satisfaction to me. It will be sufficient to show that my position is the proper one, and that those who are against me are wrong. There was no understanding with any body that I was to be transferred, and I don't intend any transferring shall be done. I was elected principal of the Washington School and shall hold the position until the next annual meeting of the board of education, by which I have just been elected."

MISSOURI.—Co. Com. Jarvis, in his circular to the teachers of Ste. Genevieve county, says: "The object of the Institute, as you are aware, is the professional improvement of teachers. Its design is to offer instruction in the best methods of teaching and managing a school. The educational journals are teeming with articles about the 'New Education' and 'New Methods.' Everywhere they are being discussed; in many towns, cities, and States, they are being introduced, and the time is not distant when they will be generally adopted. If you derive no other benefit from attending the Institute, you can at least be directed to the sources from which you will be kept informed of the new ideas and methods advocated by the leading educators of the country, of the live issues agitating the educational world, and in consequence be enabled to keep intellectually and professionally abreast of the times."

GEORGIA.—The Nation states the following. "The Legislature of Georgia, which is now holding its adjourned session, is on the eve of considering the report of a committee appointed at the regular session last winter to inquire into the advisability of establishing a State school of technology. The members of the committee are, as we judge from their published interviews, clear-headed men, alive to the needs of their State, and willing to learn from any competent instructor. They have, during vacation, examined the schools of Worcester, Hoboken, Boston, and New York, and the result is an earnest advocacy by them of the establishment of similar schools in Georgia. The press of the State, it is gratifying to observe, has warmly co-operated with them, though there is some difference among the leading journals about the grade of school which should be first supported—whether, for instance, one conducted upon the general plan of those visited by the committee, or one resembling the recently established school in Chicago, but they all heartily favor 'the new departure' in education."

IOWA.—Mr. J. K. Sweeney not long since closed eight years of service as principal of the East Side schools in Waterloo. It is an unusually long term, and is an evidence of his efficiency in the office. He has been a faithful worker.—The new building of the Iowa State Normal College was completed last month, and the commencement exercises were held in the chapel. The eighth year will open during the first week in September,

1883. Educational facilities will be equal to the demand of 400 students; a model school will be opened at the beginning of the year: the faculty will be increased by the addition of four or five teachers; the chemical laboratory, fitted up with modern improvements, will be ready; there will also be a physics and botanical laboratory with good apparatus. A fine lot of instruments, some of them imported from France direct, have been bought recently. The library and reading-room will be in the new building, and much enlarged. The school is open to all, come from where they may, under the condition of suitable qualifications.

WEST VIRGINIA.—The West Virginia Educational Association met at Buckhannon, July 17, 18, and 19, and was a success every way. About 150 teachers attended. The people of the place turned out *en masse* at all the sessions. Practical papers were read by Messrs. John A. Watson, of Mannington; J. O. Stevens, of Buckhannon; Thos. C. Miller, of Fairmont; J. H. Hawthorne, of Kingwood; Prof. R. C. Berkely, of the University, and F. H. Crago, of Wheeling, and the following topics respectively: "Practical Teaching," "Requisites of the New Education," "The Library and the Newspaper in the School-room," "The want of Pluck among Teachers," "The Mathematics and Languages," "The Personality of the Teacher." Hon. Geo. H. Moffett, of Buckhannon, delivered a fine lecture. Hon. A. M. Poundstone gave the welcoming address, and State Supt. Butcher responded. It was a grand time. The people of the place showed their hospitality in giving free entertainment. The association will be likely to hold its next meeting at White Sulphur Springs.

NEW JERSEY.—A new school has been projected to be located at Lawrenceville, N. J., to be endowed and sustained by the wealth of the late John C. Green. The design is to provide accommodations and tuition for boys in imitation of the famous English schools of Eton and Harrow. The architect's designs include a large main building, a chapel, five masters' houses, the head master's house, a central dormitory, and a gymnasium, together with bath, steam, gas, and play houses, and a laundry. These accommodations are intended for a school of 200 or 300 boys. Mr. Frederick Law Olmsted has been employed to take charge of the landscape gardening. About thirty of the most promising students will receive annual scholarships, sufficient, with economy, to maintain them in their studies. Each one of five assistant masters will have a cottage on the grounds large enough for the accommodation of his family and of twenty pupils. By this scheme of boarding the home life of the boys will be continued, and the usual practice of herding great numbers in dormitories, under the supervision of tutors, will be done away with.

NEB.—This is the way Co. Supt. Miller addresses his teachers: "In compliance with the laws of the State, you are again asked to assemble for the purpose of spending about three weeks in institute work. With your assistance we hope to make this decidedly the most pleasant and profitable session of teachers ever convened in this county. The law now makes attendance compulsory, and the State Supt. has made a ruling that nothing less than two-thirds of the session shall be considered attendance. Each person attending the required length of time will receive an Institute certificate showing the number of days of the session, the number of days attendance, the number of times tardy, the average standing and promptness in recitation. The Institute will be separated into two divisions, giving teachers an opportunity to select such work as they desire. This arrangement will also enable many advanced pupils of the country to take up such subjects as they need. All the branches required for a second grade certificate will be taken up in review, but it is designed to spend much of the time on methods. The Institute fee will be \$1.00 for full term; 75 cents for two weeks, or 50 cents for one week." [Does not this look like business? When shall we settle down to this in N. Y. State?—Ed.]

IOWA.—Supt. SPEER.—Marshall county, Iowa, has been favored with an active, enterprising man for superintendent for some years, but in spite of the splendid work he has done for the schools there are plenty who want to put him out. One of the troubles our school system suffers from the lack of a firm public opinion, men will allow a good officer to be put out or make no effort to prevent it; they will allow mean political trickery to be resorted to, and not say a word. What are the objections urged against Mr. Speer? Here they are: High wages, scarcity of teachers, and failure of certain applicants to obtain certificates. The main cause of

the higher wages is the rapid growth of Marshall county; increased number of occupations are opening to persons of ability. There is a general complaint in all of the progressive counties of the State that teachers are scarce. It can be said, however, that there is not a scarcity of teachers in those townships that pay liberal wages. Is the superintendent to be blamed for this? As to failure to secure certificates there are not more failures here than in some other counties. Of about eighty who applied at one time last fall in Linn county, only one secured a first grade certificate and eleven second grade. The privilege of appeal from the decision of the superintendent is always given by Mr. Speer in three ways. The examination papers may be examined by a competent committee, sent to the State superintendent, or published in the county papers. Applicants who think they are unfairly treated ought to take advantage of this offer. But the usual talk is he has had the office long enough. But one who has learned the work ought to be retained as long as he secures good results in the schools. What would we think of a farmer who would say to his hand, "John, you have worked for me several years and have done good work, but I guess I had better have a change: I will hire a green hand this year?" Some say he does not visit schools. The superintendent of 200 schools has other work to do than riding about the country visiting. Then he is in favor of the new methods. It is a law of human action to oppose whatever we do not understand. Some teachers introduce foolish features into school work through ignorance of educational principles. But these methods are not new or uncommon. Mr. Speer is no innovator. He is simply advocating what was taught by Comenius, Locke, Rousseau, Pestalozzi, Jacotot, and Froebel. These methods are employed in the schools of Germany, Switzerland, Belgium, and France to-day, and are advocated by all the prominent educators of England and America, including Spencer, Payne, De Graff, Swett, Calkins, Charles Francis Adams and F. W. Parker. Mr. Speer desires that children be taught to observe and think, as well as to read and write. The mass of mankind know but little of the air, plants, minerals, or animal life about them. Why not set children to studying things as well as words? Who can not form a better idea of any object, a cotton-boll for instance, by examining it than by reading about it? Ideas precede words. Why not, then, precede reading lessons about objects with an examination of the objects themselves, or, in case the object can not be procured, with pictures or models. Mr. Speer is not in favor of abandoning the use of text books, as is sometimes charged, but he is in favor of a radical change in the methods of using them, so that each lesson in the book will indicate study outside of the book. A lesson about leaves should be accompanied by an examination of leaves themselves. It is charged by some that Mr. Speer is filling the schools with infidels. Nothing could be farther from the truth. The Normal Institutes are opened with prayer by the resident ministers every year. It was the custom of Mr. Speer to read the Testament in school during his ten years of teaching. For the sake of the schools and the reputation of the county, all who desire good schools should give Mr. Speer hearty support that he can continue the good work begun.

PHILADELPHIA.—Some seventeen years ago Philadelphia was all a wonder over a superb residence Mr. Jay Cooke was having erected near Cheltenham Hills. Its vastness and magnificence were the talk of everybody. The grand structure was situated on a knoll which commanded some of the finest views of the State, and which its owner had carefully selected from a farm of two hundred acres. Norman-Gothic in architecture, and wholly constructed of mica-granite and iron, with layers of plaster between ceilings and floors, the noble building presented, when completed, one of the fairest specimens of what American wealth can do. Endless were the comments as to the use its hundred spacious rooms were to be put to. "What sort of fetes will Mr. Cooke inaugurate? Why does he call it Ogontz?" Mr. Cooke had no Louis XIV plans; he was, and still is, a loving father, a generous friend, a peaceful citizen; he intended the new structure for a palace of art for all near and dear to him, and called it Ogontz in memory of a friend of his boyhood, an Indian chief whom he had become profoundly attached to. For eight consecutive years Ogontz was the happy home of Mr. Cooke's immediate family, and the pleasure resort of his numerous friends. Then came financial troubles. A young ladies' school of thirty-three years' standing, known as the Chestnut Street Seminary, was looking out for more roomy quarters. A friend of the principal, acquainted with their wants, accidentally meets



Mr. Cooke in the cars. "What are you going to do with Ogontz?" he asked. Mr. Cooke pondered. The query was not a new one, he had long since been considering the various purposes the edifice might be put to, and "I am thinking of converting it into a school, if I can find the proper parties to undertake it," he replies. His interlocutor thereupon calls his attention to the long established reputation of the Chestnut Street Seminary, its steady success, the rare qualifications of its principals, and acquaints him with the fact that in order to satisfy their numerous patrons they were obliged to get a larger house. The parties were brought together and the bargain concluded. The approaching school-term will find the splendid institution open to its pupils. The beauty and completeness of its appointments must be seen to be appreciated; suffice it to say that its noble and generous-minded owner, after erecting it at a cost of over a million of dollars, spares neither thought, pains nor money to adapt it to its new purposes. He has expended forty thousand dollars over the alterations, and the furnishing costs him twenty-five thousand more. Never perhaps was school life made more healthfully pleasant, and its mental fatigue more judiciously balanced. The amusement room is provided with all the means that tender to the sportive elegancies of social life, and, out doors, a bowling alley, a natatorium enclosed by artificial ruins covered with creeping vines, and forty acres of landscape gardening afford delightful walks, while the drives, both in the grounds and leading to the station, are all macadamized. A beautiful stream of water flows through the whole place; the lawns are lighted by gas supplied on the grounds; the stable accommodates thirty horses, to say nothing of the other domestic conveniences; conservatories, green-houses, hot-houses, graperies, a mushroom house, a potting house, in short an establishment which for completeness can scarcely be rivalled on either continent. The seat of Ogontz, Cheltenham Hills, is a suburb of Philadelphia, and connected with that city by twenty-six trains daily. Every real city advantage can thus be secured to the pupils.

## FOREIGN.

**GREECE.**—The proportion of illiterates is said to be very high in this once famous land. In Thebes and Arcadia only five per cent. of the inhabitants can read and write.

AMONG the distinguished foreigners who contemplate visiting this country in the near future are Pere Hyacinthe; Kalakua, King of the Sandwich Islands; Matthew Arnold, the English poet; Henry Irving, the eminent tragedian; and Lord Chief Justice Coleridge.

**AUSTRO-HUNGARY.**—From Buda-Pesth comes the information that corporal punishment has again been introduced into the schools. A unanimous decision of the school board caused this change. The people generally speaking, are opposed to this method of reproof, considering it inhuman.

**AUSTRIA.**—At the close of 1881 Austria reported 71 industrial schools. The enumeration is as follows: 35 for lace work, embroidery, weaving, and other similar work; 24 for stone and wood industries; 6 for ceramics and glass work; 7 for metal work, and 6 with other aims. Over two million gulden (the gulden or florin is 40.6 cents) have been paid out within eleven years to carry on these schools, the amounts increasing from 60,000 florins to 249,000 florins.

**ENGLAND.**—Every town in England has an "institute," which is a sort of evening school for working people. Here are classes for instruction, especially in science and literature, and connected with these in some places many of the so-called upper classes of society have courses of readings, lectures, and other entertainments. Still, the lecturing is rather for instruction than for literary edification, and is looked upon as a thing for the workingmen, and so such performances in England are usually upon a much more elemental plan than in America. Therefore English authors rarely get from these institutes any good training as public speakers. Matthew Arnold, for instance, has no command of oratory, Moncure D. Conway says that it is the fashion in English speaking to hesitate, to drawl, and to leave off the final "g." He heard Thomas Hughes, at the Channing centennial meeting in London, use a sentence like this: "I have come to the Channing meetin' this evenin'." Earl Granville never pronounces a final "g" and always substitutes a "w" for an "r." In the House of Commons there is hardly any declamation. A man must be very sure of his footing to venture upon a set speech in Parliament, Gladstone, Bright, and only a few of equal rank can command the attention of the House for any considerable time. The business is really carried on in conversation. The speaking at some public meetings is simply atrocious.

## LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:  
1. Write on one side of the paper.  
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.  
3. Be pointed, clear and brief.

I have been enlisted in the rank of teachers for two and a half years. I enjoy the work and am very anxious to be a "live teacher." During the time I have been a subscriber I have, I hope, made material advancement in the art of teaching. Each number of the paper is anxiously waited for by one who is desirous of doing the best that can be done. I am sure that if all young teachers have been as thoroughly aroused as I have been since taking your paper, better schools would be taught even in our own county. The school-room would not be a mere workshop where each individual scholar takes his seat as soon as the bell is rung; reads his lesson, goes out to play, eats his dinner, tries to study a history or spelling lesson while he counts the flies upon the ceiling or looks out of the window. During the past year I have taught in a graded county school and have had forty pupils enrolled. Our morning exercises consist of reading from the Bible, singing, reading of the report of the previous day's work and enjoyment, and the appointing of monitors for the day. One pupil selects a song; another rings the bell; one appoints the monitors for the day, and another keeps a record of the day's work. A school-year in the country usually consists of eight months, five in winter and three in the summer. During the summer term only five cases of tardiness, and during the eight months only 285 minutes were lost. We thought that we had done very well indeed, as, with three exceptions, none of the pupils lived within a mile and some two miles from the school-house. I shall want one of Col. Parker's books when they are published.

WISCONSIN.

I have been at the University, excepting three winter terms, when I was teaching. During this time I have worked hard to acquire that knowledge and culture which the teacher should have, and in all my studies I have kept my wants as a teacher always in view. I have completed the greater part of the classical course, giving especial attention to Greek and Latin, and English Literature. My record in scholarship has been a good one, and many inducements have been held out to lead me into other professions, but the older I grow the more firmly I became wedded to my chosen calling, which is sacredly dear to me. To become a successful teacher is the highest ambition of my life. The more I see of college teaching, the more I believe that it is far behind the demands of the time. It is a source of congratulation to me that I took the teacher's course under Prof. — before I began my college work. As I am somewhat in debt for my education, I shall not complete the course, as I believe that by hard work I can acquire even a broader culture in my chosen work than in college. I have been unanimously elected principal of the schools, and hope by enthusiastic and hard work to place them in the front rank. The principles which you have so ably presented in the JOURNAL will be followed as best I can. To you I owe much; I intend no flattery when I say that to you I owe more than to any other person. The exalted views of teaching which you have presented in your writings have done much to strengthen my courage when the way seemed dark. I read the leading educational journals while at the University, but there is none equal to yours. You present *living thoughts* while the others deal in glittering generalities. I am well pleased with Parker's "Talks on Teaching."

LOUISIANA.

I desire to know if Mr. Theodore F. Sewall could make the time in the Tonic Sol-fa system of music better understood. I am pleased with the system, but do not just understand the time. Will C. K. Graham, in March No., please tell us what his "star roll" was? (1) Will you please give us the history of common playing marbles. (2) How the coloring is put in glass marbles. (3) Something about how glass is made. (4) Will Mr. John S. Clark, on "Hand Tools in School," in July number of INSTITUTE, please tell us how we can teach pupils the use of these tools in school to any advantage. Can ladies do this work? It seems to me that in the ungraded schools there is not time for such work. (5) Can Mr. Parker's "Talks on Teaching" be had at any time?

MISS V. C. REED.

[The time of the Tonic Sol-fa is kept by beating or

counting. It is a grand method—easy, simple and practical. (1) Marbles are made in Germany. Bits of rock are put in a large vessel, and water is let in with force; they are pushed round and wear off the edges. (2) Glass marbles are cast. A mass of glass that melts at a high temperature is surrounded by that which melts at a low temperature. (3) Glass is made by melting sand and lime, usually. (4) After school hours a class can be taken to a shop fitted for the purpose, and a regular series of lessons given. Ladies can do the work. Time must be taken. (5) Parker's "Talks" are ready.—Ed.]

As the earth's diameter at the equator is greater than at the poles, and as Lake Itasca is nearer the center of the earth than the surface of the Gulf of Mexico, does not the Mississippi River run up hill? B. W. O.

[It is a fact that the equator is 26 or 30 miles further from the center of the earth than the pole is, but why should that cause water to run up hill? Remember that not only is the earth 26 miles farther from the center, but the water is too. Besides the U. S. hydrographical survey contradicts the notion that Lake Itasca is lower than the Gulf of Mexico. It gives the levels at numerous points between that lake and the mouth of the Mississippi, and this survey demonstrates that this river, following the custom of other rivers, is running down hill, in some places at the rate of twenty-five feet and more per mile, and in others at the rate of only several inches. The fact is established beyond all equivocation that the tide level at the mouth of the Mississippi is about 1,573 feet lower than Lake Itasca. This subject is brought up at every teachers' institute, and instead of being explained, it is made mysterious.—Ed.]

In your July 14th number I notice your quotation of Col. Parker's story about milestones. I think you or he lost the true point in it. Milestones usually have figures 1 M, 2 M, 3 M, etc., according to the distance. You can see that the figure 1 put before an M would look like an I, and would read: "I'm from Boston." As I have heard the story, two Western girls were driving out on the Brighton road and when they came to the first milestone they stopped their horses and read it: "I'm from Boston," and the immediate exclamation was, knowing Boston's self-conceit, "How simple, yet how satisfactory."

[This is good, too. It comes from a Boston man.—Ed.]

I've been outrageously disgraced in this way: My pupils failed to get the per cent. needed to pass them to the next grade because I wouldn't stuff them with the answers to old examination questions and indulge in the cramming process under our old foggy administration, so I have lost my position, and cannot at present take your paper as I wish. Ought I to do cramming? F. [No, you ought not. But you should have fitted your pupils for the examination. Pupils can be fitted for an examination that will command respect and not be crammed, that is, not fully crammed. Some cram is good.—Ed.]

Please inform me what text-books on U. S. History and Grammar would best aid me in teaching those subjects orally to children 10 to 12 years old?

[Higginson's History, \$1.50 (Lee & Shepard, Boston) Knox's Language Lessons (Ginn & Heath, 30 cents), are excellent. But there is a large list of valuable books. Write to D. Appleton & Co., Ivison, Blakeman, Taylor & Co., of New York, and Cowperthwait & Co., of Philadelphia.—Ed.]

**THE "ERIE" RAILROAD.**—Though this railroad is legally known as the N. Y., Lake Erie and Western, the public still call it the "Erie." It passes through a part of the country that offers an interesting, varied and beautiful landscape view. Starting from Jersey City in the famous 9 A. M. train, we pass through Rutherford Park and Passaic; then Paterson, a place of furnaces and silk manufactories, is reached. Around this city there is plenty of the romantic and picturesque. The train rushes on and we enter the Ramapo valley, and find the mountains gathering around us. Rivers and lakes are seen, and the engine keeps ascending until Middletown is reached. We note the rapid yet firm movement of the train; we see the excellent character of improvements that have gone up since we were on the road last; we view the immense trains bearing petroleum and oil, and "the Erie is indeed a fine road." This road will be used a great deal by teachers assembling at Chautauqua, Lake George and Saratoga—for they always receive courteous treatment.



## FOR THE SCHOLARS.

## HOW TO WRITE A POSTAL CARD.

By J. R. GREY.

There are different ways of writing a postal card, good, bad and indifferent. A postal card often carries as much information as a letter, yet few persons are particular to date it properly, state clearly what they wish to say, and direct carefully.

That is the first thing to see in writing your postal card,—the address. Be sure to give the name of the person, the place where he lives (street and number of house, if in a city), county and state. It sounds rather absurd, but it is true that postals are often mailed without the name of the state, attached to the address. Strange that it never reaches its destination! Now turn over your card and write on it lengthwise, just the way the direction runs. In this way you will not need to distribute half of one word on one line and half on another, as you would if you wrote across the other way. At the upper right corner place the date and your address as you would in a letter. The heading, "Dear —" is usually omitted on the postal card and the space occupied with what is to be said. Be as brief as possible, and sign your name so that the one to whom it is addressed will know who has written it. Initials are often misleading. Of course you will use a capital to begin every sentence and every proper name, and a period after abbreviations and complete sentences. And it is not necessary to suggest that personal allusions are out of place on what is considered by many as public property.—*Scholar's Companion*.

## A GREAT PIANIST.

Franz Liszt is often called "The King of the Piano-forte," for his wonderful skill in playing that instrument. He stands at the head of all living pianists, and although he is over seventy years of age he still plays with vigor and is the idol of the musical circle which gathers about his home.

Liszt was born in Hungary in 1811. Before he was nine years old he performed at a public concert and made such an impression upon two gentlemen who were present that they sent him to Vienna to study music. In Paris he was the pet of a large circle of musical people; his playing was a surprise and pleasure to all who heard him.

The record of his life is a series of triumphs in musical art. Wherever he went he was received with attention and homage; people crowded to hear him, and it is said that while he played a certain piece half of his audience stood on their chairs.

There are many stories told of his kindness to struggling musicians, and of his courtesy to the crowds of people who came to see him continually at his home at Weimar, Germany.

Liszt is also a superior composer: he has written innumerable works for the piano, two oratorios ("Christ" and "St. Elizabeth"), two symphonies, and has arranged Schubert's songs for piano solo. He is described as tall and slight, with deep-set eyes, shaggy eyebrows and long, iron-gray hair. His hands are narrow and his fingers are long and slender.—*Scholar's Companion*.

## HOW A POEM WAS WRITTEN.

By J. S. F.

The famous poem by T. B. Read, beginning, "Up from the south at break of day," has quite a history. The battle of Cedar Creek took place before dawn on the morning of Oct. 19. The Confederate forces under Gen. Early, were gaining the upper hand, when a report of the battle reached General Sheridan, who was at Winchester, twenty miles distant. Putting spurs to his horse, he hastened to the scene of battle, and by his encouragement, turned a threatened defeat into a glorious victory. The news of the victory, and the cause of it, reached Chicago, at nine o'clock. Mr. Read, the poet, was staying there at a hotel, and Mr. Murdock, a noted reader, was with him at the time. Slapping his friend on the shoulder, Murdock exclaimed: "Read, you must write a poem on that subject to-day! By to-morrow others, with less ability, will be ahead of you."

Mr. Read demurred, but, after half an hour's talk, yielded to his friend's wishes. He retired to his room, locked the door, and in four hours produced one of our grandest national poems.

His wife and Mr. Murdock praised it enthusiastically. The latter especially appreciated the beauty and spirit

of the lines, for being a personal friend of Gen. Sheridan, he had ridden upon the gallant black steed

"That saved the day  
By carrying Sheridan into the fight  
From Winchester—twenty miles away."

Mr. Murdock committed the lines to memory, and that evening, at a meeting of rejoicing over the victory, he recited them. An intense silence prevailed throughout the hall, broken only by the tones of the speaker. As the last words of the grand poem left his lips, storms of applause shook the building. Coming so soon after the victory, while the people were still flushed with their success, it wrought the audience up to an excitement which could not be controlled. Everyone supposed that Mr. Murdock had composed the poem, and he was overwhelmed with expressions of congratulation and praise. But he, directing the attention of the crowd to the box where the poet sat, exclaimed: "There is the man who wrote the poem!"

## HEALTH ALPHABET.

A—s soon as you are up shake blanket and sheet;  
B—etter be without shoes than sit with wet feet;  
C—hildren if healthy are active, not still;  
D—amp beds and damp clothes will both make you ill;  
E—at slowly and always chew your food well;  
F—reshen the air in the house where you dwell;  
G—arments must never be made too tight;  
H—omes should be healthy, airy and light.  
I—f you wish to be well, as you do, I've no doubt,  
J—ust open the windows before you go out.  
K—eep your rooms tidy and clean;  
L—et dust on the furniture never be seen.  
M—uch illness is caused by the want of pure air;  
N—ow, to open the windows be ever your care;  
O—ld rags and old rubbish should never be kept;  
P—eople should see that their floors are well swept.  
Q—uick movements in children are healthy and right  
R—emember, the young cannot thrive without light.  
S—ee that the cistern is clean to the brim,  
T—ake care that your dress is all tidy and trim;  
U—se your nose to find if there be a bad drain;  
V—ery sad are the fevers that come in its train;  
W—alk as much as you can without feeling fatigue;  
X—erxes could walk full many a league.  
Y—our health is your wealth, which your wisdom  
mu-t keep;  
Z—eal will help in this cause, and great good you will reap.

## SPONGES.

By FRANK CHASE.

It seems a very funny mistake for anybody to make to call a live animal a plant or to think a vegetable is alive. But some plants are so much like animals that even such great scientists as Tyndall and Huxley have had disputes over them as to whether they belong to the animal or vegetable kingdom.

Sponges are very near the dividing line between animal and vegetable life. Years since they were thought to be sea plants, but now they are considered to be animals devoid of locomotion and having, of course, a very low grade of life, and less intelligence, even, than an oyster.

When first pulled from the rock where it grows the sponge looks like a wrinkled mass of putty. It is drab color, exceedingly heavy, has a sickening odor, and is filled with a stringy mucus which drops from it in long sticky lines. The external pores are partly closed by a sort of sea-bug which must be an annoying interloper to the sponge-builder; while often a red sea-worm an inch or two in length is found far within the fibres. What is the exact office of the mucus fluid does not yet appear to be clearly settled. But it is certain that when taken from the sponge and placed on still bottoms, new sponges are produced from it: and if two pieces of the same living sponge, or of two different sponges of the same species are laid side by side on the sea bottom, they soon grow together.

Sponges are found in warm waters in various parts of the world, the best coming from the Mediterranean Sea, where divers bring them up, and some of the finest grades have sold as high as \$50 or \$100 a pound for surgical and other purposes.

Off the Bahama Islands there is also a productive sponge bottom. The sponge bottoms most sought are in the coral beds, fifty miles east of Nassau. Lying on his chest along the boats deck, the fisher with his water-glass—a pane of glass set in a box fitted with handles looks down forty feet into the clear depths. When he discovers a sponge he sinks a slender pole, sometimes

fifty feet in length, fitted at the end with a double hook. The hook is inserted at the rocky base, and by a sudden jerk the sponge is detached to be brought up on deck. The eye of the fisher has to be trained by long experience to peer into the sea and tell the valuable sponges from those that are worthless. The strain on the eye and body is most intense: the cramped position and exposure to wind and wet make almost every sponge-fisher a victim of acute rheumatism, yet he rarely earns more than fifteen dollars a month. To prepare the sponges for export they are placed on deck under the tropical sun or hung in large festoons from the little vessel's mast, so that the heat may kill all the living organisms within the fibre. Then the sponges are dumped into a sort of cage made by driving a circle of small piles a few inches apart from each other in the sand. Through these piles the tide plays violently, washing away from the sponge the sand, the dead animalculæ, and other impurities with which the mass is clogged.

## WONDERFUL TOWERS.

By ROGER A.

The ancient city of Pisa, Italy, is famous for its lofty and magnificent structures; some of which have very interesting histories. None of them, however, is so wonderful as the celebrated leaning tower. This building was commenced in 1174 by a Pisan architect, named Bonanna, and by William of Innsbruck. It is of a cylindrical form: 179 feet high; 50 feet in diameter; and leans 12 feet 9 inches from the perpendicular. It consists of eight stories, each of which has an outside gallery projecting from it. From the summit, which is reached by several hundred steps, a beautiful and extensive view may be had of the surrounding country. The misconception was discovered before the tower was finished, and the upper tiers were so shaped as to partly counteract the arcuation. At the top of the tower seven immense bells were placed as, by their weight, to counterbalance the leaning of the tower. The highest tower in the world is at Cremona, in northern Italy; it is 396 feet high. It was begun in 1283 and the bells which are in it were cast in 1578. An astronomical clock, made in the year 1594, is placed in the third story. The Florentine campanile was commenced in 1334, by Giotto, the great painter, architect, and sculptor. He commenced the erection of the tower with the determination to surpass all the ancient structures of this kind, both in height and in richness of design. But Giotto having died in 1336, the tower was completed by Taddeo Gaddi. Its height is 276 feet, and it is divided into four tiers. It is of equal dimensions from bottom to top; and is built in the Italian Gothic style. On the basement floor there are two rows of tablets in relief; they are the work of Giotto. There are also many beautiful statues on the upper tier. It was the original design of Giotto to have a spire surmount the present tower. And the columns which were to support it may still be seen on the top of the building. The famous tower known as Giralda is situated at Seville, Spain. This tower when originally built by Philip Guevara, the Moor, was only 250 feet high. But in 1568 a magnificent belfry 100 feet high was added, and it is now the second highest in the world. This campanile was called Giralda because of the brazen weather cock in its top story. Although the figure weighs over a ton and a half it is easily turned by the wind. It is said that a very fine campanile was situated at Salisbury, England. It is supposed to have been 300 feet high and was probably destroyed by Sir Thomas Wyatt, the Younger, while leading an insurrectionary mob.

THE CASPIAN SEA.—The changes of level of the Caspian puzzle geographers. It has risen and fallen at irregular intervals since 1780, but was ten feet lower in 1830 than in 1780. Lenz made permanent marks at Balku in 1830 at the sea level, but the oscillations since that date have shown no sensible decrease. On May 30, 1853, the level was 2 ft. 1.3 in. lower than in March, 1830, but in September, 1854, the high-water level was 1½ ft. above that of May 30, 1854, and on June 4, 1882, it was 10½ in. higher than in 1830.

## HORSFORD'S ACID PHOSPHATE

A GOOD THING.

Dr. Adam Miller, Chicago, Ill., says: "I have recommended Horsford's Acid Phosphate to my patients, and have received very favorable reports. It is one of the very few really valuable preparations now offered to the afflicted. In a practice of thirty-five years I have found a few good things, and this is one of them."



## BOOK DEPARTMENT.

## NEW BOOKS.

A HAND-BOOK OF CIVIL GOVERNMENT. By Thomas D. Suplee, A.M., Head-master of Harcourt Place School, Gambier, Ohio. Philadelphia: Eldredge & Bro. \$1.00.

Text-books on any subject of school instruction are not different in their most important characteristic from more ambitious works on any particular subject in science or human research; they possess the allowableness of being improved, bettered, made fuller. Everything which men's hands have done has undergone a process of development, and the writing of school-books is no exception to what must seem a universal law.

Civil Government, on account of its being a new subject of educational concern, is just now assuming its first forms in text-books; the Hand-book, by Mr. Suplee is an example. The author has undertaken his labor imbued with his subject's importance as a branch of study and teaching, and with a clear sense of its having been until now erroneously neglected. These are two desirable qualifications, but they are not all sufficient for the object to be attained. The task requires careful and long preparation by actually thinking out the whole subject as independently as may be of all theoretical writers on government. The same illusion that has deceived so many before Mr. Suplee, has not been detected by him. He takes government to be a complete science as well organized and founded as chemistry, or geology, or geometry. This is a serious fault and a radical one; and, if it be true that the author has taught his subject for twelve or more years, what must be his chagrin this year to hear of leading thinkers denying flatly the existence of any such science. What must his pupils of former years now do since they were trained so positively on this fixed and unquestionable science? The criticism in this regard need not be elaborated. The Hand-book is arranged in questions and answers, covering the fields of the American Constitution and its operation. To succeed under such a scheme of treatment an author must, yes, absolutely must, combine the abilities of an accurate lexicographer and a man as familiar with the country's law as a lawyer at a bar or the judge on the bench. The first page of Mr. Suplee's definitions are disappointing. A pupil opens the book eager to be informed on a subject of which he knows nothing; he is told immediately that "Civil Government is the control exercised by the State over its citizens." "What is a State?" (instead of *What is the State?*) "A State is a community of persons living within certain limits of territory, under a permanent organization which aims to secure the prevalence of justice, and to promote the common good by self-imposed laws." The lack of distinction here between national and local government is not merely likely to mislead the pupil, but is certain to mislead him; at least, until he gets over toward the end of the book where he meets the same question, "What is a State?" and is given another definition: "A State is a district of country with well-established boundaries, having a separate government subordinate to the national government and confederated with other states as one of the members of the American Union." These attempts at defining fall short.

Mr. Suplee's work, however, is far superior to others on the same subject. The defects in others are even more radical. The conclusion to be drawn is, as before intimated, that treatises on government, as contained in the pioneer text-books, are very incomplete things; even much more incomplete than the scientific incompleteness of their subject itself will justify.

A HISTORY OF THE NEW YORK STATE TEACHERS' ASSOCIATION, with Sketches of its Prominent Educators. By Hyland C. Kirk. New York: E. L. Kellogg & Co. Price fifty cents.

At this particular time, when methods and practices of education are undergoing a manifest revolution, a retrospect of what has been done in former years in the matter of advancing educational interests in New York State cannot fail to supply most helpful information. And it may be admitted as an ominous occurrence that, following close upon the Parker "Talks," which set forth the New Education, there is issued from the same press this volume on the educational work of past years. The two publications make a picture of contrast and convey a direct lesson of development and progress, for, in one the reader is told of how schools were first established in the Empire State, how teachers first came to meet together for the interchange of ideas, what the results of such meetings have been since they began in

1845; while, in the other he has unfolded to him the complete and perfect plan of the proposed universal education.

The History of the State Association has been prepared by Mr. Kirk with care, sympathy, and skill; his task has been fully performed without omission or slight, and the evidences of his regard for accuracy and fairness are found on every page. The organization and growth of the association is described, not in the dry phraseology of an annalist, but in the language of one who finds a delight in what he is doing and who is possessed of all needed data. The record of teachers' meetings during nearly forty years is therefore full of interest not only to the teachers themselves but to every friend of public education. And if it is interesting, it is even in a greater degree instructive; for, should the reader of Mr. Kirk's chapters fail to see in them anything but curious information and reminiscence, he will be blind to their best motive. The uppermost showing of this well prepared resume is that the character of educational meetings has remained the same all this long time, that substantially the same old questions have been mooted, that, though much good has been accomplished, a great deal more could have been accomplished with better organization and attendance. And the irresistible conclusion is that the new era in education demands a better and more thorough system of constituting these state conventions; for the era is surely going to be one of action rather than of words and the Association must henceforth be an operative agency instead of a wise-acres' conference.

The History contains countless biographical sketches of distinguished superintendents, conductors, principals, presidents and teachers, many of them accompanied by excellent portraits of their subjects, and no one who has contributed largely to educational advancement in the State has failed to secure recognition.

The volume is in handy octavo form, containing 196 pages of closely set brevity, with perfectly clear impression upon fine quality paper, bound strongly within tastefully ornamented covers.

POEMS OF HISTORY, by the most famous poets of all ages. Chosen and annotated by Henry A. Ford. Detroit: M. W. Ellsworth & Co. \$2.50.

Pleasure of a very elevating kind may be derived from this volume. Great occurrences in the world's history are found preserved in poems of merit, and we come to perceive more clearly than ever that history is not necessarily all dry and prosy. Though poetry is no doubt the product of the imagination, yet it seems plain enough that fact may sometimes be sung in the purest notes of poetical genius. "There are poems which mark history, and poems which make history. Songs, like the 'Marseillaise Hymn,' which has done more to shape French republicanism than a hundred learned treatises of doctrinaire statesmen, or, like 'The German Fatherland,' which wrought more for German unity than all the schemes of Bismarck, are poems that make history. Poems which commemorate a historical event, like the 'Ballad of Chevy Chase' or Emerson's 'Concord Hymn,' belong to the poems which mark history. The poems which make history direct the life of a people; the poems which mark history keep the past living in the people's mind and heart." The volume is gotten up in an elaborate style, being a large square octavo of 458 pages, well illustrated and artistically finished. It might be a suitable occupant of the center-table or the library, and as a gift book there are few recent publications that will compare with it.

THE MISERIES OF FO-HI. From the French of Francisque Sarcey. Chicago: Jansen, McClurg & Co. \$1.00.

Ridicule is a weapon often mightier than argument; and satire has achieved results that the profoundest logic could not reach. It is doubtful if the solidest arguments that have appeared against the evils of our civil service system can have on the popular mind the force of the satire in the clever little volume, "The Mysteries of Fo-Hi." The work is from the French of Francisque Sarcey; but while it has no small share of the keenness and wit that mark the satirical writings of the best school, it has no lack of points of application to our own country, upon whose system of management of the public business its satire is as direct and irresistible as it is neat and delicate. The publications of this rising Chicago house may be had of C. T. Dillingham, N. Y.

TIMES OF BATTLE AND OF REST. By Z. Topelius, Chicago: Jansen, McClurg & Co. \$1.25.

This is the second volume of the English translation of Topelius's "Surgeon's Stories," the first volume being entitled "Times of Gustaf Adolf." It is founded upon great historical events with which all are familiar, or through it may become so; and around these events

are woven stories of wonderful beauty and absorbing interest. Each of the volumes is complete in itself, although a continuous thread runs through all the stories, and the characters sometimes reappear. The present volume continues the narrative from the "Times of Gustaf Adolf" to the "Times of Charles XII," which latter will form the third volume of the series, to be issued in the fall. The period covered by the second volume is one of the most important and interesting in Swedish history - the stormy reign of Charles X, his conquests in Poland and Denmark, including the famous march of his army across the ice of Little Belt in 1658, and the more peaceful but eventful reign of Charles XI, the famine years of 1694-5-6, the celebrated Witchcraft persecutions which have thrown a dark shadow over Finnish history, and the great Reduction which chiefly signalized this monarch's reign and made him an object of dread and hatred to the nobility.

VOICES FOR THE SPEECHLESS. Selections for Schools and Private Reading. By Abraham Firth. Boston: Houghton, Mifflin & Co. 75 cents.

The compiler of these selections is the Secretary of the American Humane Association, and his aim in preparing the book has been to teach the duty of kindness to animals. The excellent precept has been admirably put. Beginning with quotations of passages from the scriptures, the compilation proceeds in its endeavor with beautiful consistency, and before the task is done, numbers among the eloquent voices in behalf of the dumb creatures those of Ruskin, Shakespeare, Dean Stanley, Helps, Cowper, Tennyson, George Eliot, Lowell, Bayard Taylor, Mill, Matthew Arnold, Jean Ingelow, and a host of others. A lesson presented so well and by such gifted teachers cannot fail of effect, and the only regret is that it will probably never reach the class of people who would most need the instruction. The volume is a very attractive one in every way, having the noblest of all motives, and observing, in its expressions a unity in variety that may be truthfully termed beauty.

## AMONG OUR EXCHANGES.

Lippincott's Magazine for August has a variety of articles especially suited to summer reading. The opening illustrated paper, "A Holiday on French Rivers," by Theodore Child, is an account of a boating excursion down the Yonne and the Seine to Rouen, and besides giving charming descriptions of the scenery and towns, contains much interesting information in regard to the inland navigation and commerce of Northern France. The publishers seem never lax in keeping up the excellent fame of this magazine.

The numbers of the *Living Age* for July 21st and 18th contain Frederick II. and Maria Theresa, *Edinburgh Review*; "The Responsibilities of Unbelief; A Conversation between Three Rationalists," by Vernon Lee, *Contemporary Review*; "A Northman's Story," *Longmans Magazine*; "Reminiscences of Walter Savage Landor," by Lady Lytton Bulwer, *Tinsley's Magazine*; "Rudder Grange," *Saturday Review*; "Lord Lawrence," *Quarterly Review*; "Luther," by James A. Froude, *Contemporary*; "Mrs. Delany in Ireland," *Temple Bar*; "The First Warning," *Cornhill*; "Terra Cotta," *Novelty Magazine*; "Norwegian Building," *Builder*; with an installment of "The Wizard's Son," the conclusion of "The Little World, story of Japan," and the usual amount of choice poetry. For fifty-two numbers of sixty-four large pages each (or more than 8,300 pages a year) the subscription price (\$8) is low.

## NOTES.

"A Prairie Idyl" is the title of an anonymous book of poems published by Messrs. Jansen McClurg & Co., of Chicago. The usual observation may be made on this as on all publications of its class: the publisher has performed his part of the work far better than the author has. The volume may be had for one dollar, of C. T. Dillingham, N. Y. City.

The National Temperance Society has just published "Law and the Liquor Traffic," by Rev. Dr. F. A. Noble, of Chicago. In force of statement, logic, and argument, in behalf of the entire prohibition of the liquor-traffic for drinking purposes, it is one of the ablest pamphlets ever published by the Society. Price 10 cents. J. N. Stearns, Publishing Agent, 58 Reade Street, New York.

We have received Mr. William J. Rolfe's school edition of "The Lady of the Lake," through the courtesy of Messrs James R. Osgood & Co., of Boston. It is in size, print and binding uniform with Rolfe's English Classics; the poem is carefully and admirably annotated and we should not be surprised if the text prove really the purest and most authoritative that has appeared in many years. For school use we readily favor this edition. Price per copy, 75 cents.



## Publisher's Department.

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\*Revelation suggests the idea that from woman comes the power to "bruise the serpent's head." The words take a new meaning to-day since this is precisely what Mrs. Lydia E. Pinkham's Remedies do for the physically diseased patient. Her Vegetable Compound reaches the ultimate sources of the evil. Its action is gentle and noiseless, but it is more powerful than the club of Hercules.—*Bazar*.

Good stuff is often twisted into queer shapes.

Don't spare the butcher, and fee the doctor.

Sunday is the summer of the week. Have no friends you dare not bring home.

Water plants before they wither. One man's fault should be another man's lesson.

Soft words scald not the mouth. Mind the corner where life's road turns.

Its no use mending the tank, when the water is gone.

When prayers are strongest, mercies are nearest.

Flowers smell sweet whether men are near or not.

He who gives before we ask, will give when we ask.

If you sow thorns you will not reap roses.

Down with the nests, and the rooks will go.

Stand on your head, and the world will be upside down.

Self is always at home.

The goodness of news half lies in the hearer's ear.

Christ saves sinners from being sinners. Don't ask a great plaster for a small sore.

That which covers thee discovers thee.—JOHN PLOWMAN.

A BABY carriage is sometimes called a cradle.

THE potato, with all its eyes, is the most susceptible of vegetables. It is so easily mashed.

WHEN a Boston man invites you to dinner and heads a postscript N. B., he means "no beans."

CIRCULATING library books are regarded by the London *Lancet* as a fertile source of contagion.

BERMUDA is trying to get rid of English sparrows, because they kill the native red and blue birds.

THE Wisconsin lakes, at a depth of 80 feet, have a temperature of 42 degrees Fahrenheit in summer.

A LATE Georgia negro was named Green Squash. When he was ripe there was nothing to do but to change his name or die. He died.

WHITTIER, the poet, never chewed tobacco, never drank a glass of grog, never smoked a cigar, and never indulged in profanity. Notwithstanding all of this, he is over seventy years of age.

"UNCLE," said Johnnie, "why are boys like railroad cars?" "I don't know; why are they?" "Because they sometimes can only be got on the right track by the use of switches!"

AMONG those who took honors at Cambridge, last month, the name of Mr. Laupmann, of Peterhouse, deserves notice, for he was educated at the blind College at Worcester, and it is greatly to his credit that in spite of his affliction he should have obtained a place among the Senior Optimes. It is doubted whether a blind student has ever before achieved such distinction in mathematics.

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As a general thing, those who deserve good luck the least, pray the loudest for it. Good imitators are even more scarce than originals are.

I think I had rather live in a big city, and be unknown, than exist in a village, obliged to know every body, or be suspected by them.

I can trace all of my bad luck to bad management, and I guess all others can, if they will be as honest as I am about it.

An imitator to equal an original has got to beat it at least 25 per cent.

Learning is easy enough to acquire, wisdom comes slow, but sticketh to the ribs.

If you expect to succeed in this life you must make the world think that you are at work for them, and not for yourself.

You may find very plain looking coquets, but who ever saw a handsome prude.

Life is measured by deeds, not years; many a man has lived to be ninety, and left nothing behind him but an obituary notice.

There is this excuse for luxury, all luxuries cost money, and sum one reaps the advantage.

The man who cannot laugh is an animal, and the man who won't is a devil.

Fashion, like everything else, repeats itself. What is new now has been new many times, before, and will be again.

## We Should Help One Another.

MR. NORMAN HUNT, of No. 169 Chestnut St., Springfield, Mass., writes April 10, 1883, saying: "Having the affliction caused by kidney and liver diseases, and after enduring the aches, pains, weakness, and depression incident thereto until body and soul were nearly distracted, I sought for relief and a cure from my trouble, and was told by a friend who had been cured by it himself, that the best and only sure cure was Hunt's Remedy, and upon his recommendation I commenced taking it, and the first few doses improved my condition in a very marked manner, and a continuance of its use has justified all that my friends claimed for it,—that it was a sure and permanent cure for all diseases of the kidneys and liver. Several of my friends in Springfield have used it with the most gratifying results, and I feel it my duty as well as a pleasure to me to recommend Hunt's Remedy in the highest possible terms."

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